

# Janet Duke Primary School

Markhams Chase, Laindon, Basildon, SS15 5LS

**Inspection dates** 14–15 May 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement        | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Leadership and management      |                      | Good                        | 2        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Early years provision          |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although standards have risen, pupils' progress in reading, writing and mathematics is not yet consistently good.
- Teaching is not yet good across the school or within all year groups. Pupils are not challenged enough in some classes.
- Not all teachers in early years fully understand the children's' current levels of achievement and where they should be by the end of Reception.
- Some of the most able pupils do not make as much progress as they should.
- The early years provision requires improvement. Its leadership is not yet strong enough to make sure children make the progress they need to be ready for Year 1.
- Too few disadvantaged pupils, for whom the school receives extra funding, are making good progress. Although their progress is accelerating, they are not catching up with others as quickly as they should.

### The school has the following strengths

- The headteacher has been relentless in her drive to improve the school. With other leaders and governors, she has ensured that standards are rising.
- The school's work to keep pupils safe, particularly those most vulnerable, is outstanding.
- Relationships between pupils and staff are excellent. Pupils behave very well, feel safe and demonstrate good attitudes to learning. They say they enjoy school, and this is reflected in the much improved and above average attendance levels.
- Recently appointed staff are already having an impact on improving the teaching of mathematics across the school and raising standards, particularly in Year 4.

## Information about this inspection

- Inspectors observed teaching in 28 lessons, of which seven were jointly observed with the headteacher or deputy headteacher.
- Inspectors met with the headteacher, other leaders, pupils and three members of the governing body. They also held discussions with representatives from the Basildon Excellence Panel.
- The team examined a range of documents, including a summary of the school’s self-evaluation and development plan, policies aimed at keeping pupils safe, and the information about the management of teachers’ performance.
- Inspectors analysed the views of the 26 parents who responded to the online questionnaire, Parent View. They also spoke to parents during the inspection.
- The inspection team considered the views expressed by the 52 staff who returned a questionnaire.
- Inspectors listened to pupils read in Years 2 and 3.

## Inspection team

|                             |                      |
|-----------------------------|----------------------|
| Kelly Stock, Lead inspector | Additional Inspector |
| Diana Songer-Hudgell        | Additional Inspector |
| Kewal Goel                  | Additional Inspector |
| Susan Cox                   | Additional Inspector |

## Full report

### Information about this school

- The school is larger than the average primary school.
- Children in the early years attend Reception full time.
- The majority of pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils who are supported by the pupil premium funding (additional funding for disadvantaged pupils known to be eligible for free school meals or looked after by the local authority) is double the national average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The proportion of pupils who join the school late or leave early is higher than average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics combined by the end of Year 6.
- The school does not buy in to local authority support but is part of the Basildon Excellence Panel and Aspire programme.
- There have been a significant number of changes in staffing since the previous inspection, including staff leaving the school and staff going on and returning from maternity leave, for example the Early Years leader has only been in post since April. Some new appointments are as recently arrived as four weeks before this inspection.

### What does the school need to do to improve further?

- Improve the quality of teaching across the school so that pupils make even better progress, in reading, writing and mathematics, by challenging all groups, including disadvantaged pupils and the most able, to achieve their potential.
- Improve provision in the early years by:
  - making sure the leader and teachers fully understand the children's current levels of achievement and where they should be by the end of Reception
  - improving the quality of teaching to ensure children make progress from their low starting points so they are ready for Year 1
  - ensure all activities are pitched at the right level to challenge the children.

## Inspection judgements

### The leadership and management are good

- The headteacher is, deservedly, highly respected by staff and parents. Her absolute determination to bring about improvement despite the continual turnover of both staff and pupils, is recognised by governors and the Basildon Excellence Panel. The headteacher is committed to raising standards of academic achievement. As a result, standards have risen in reading and mathematics at the end of Year 2 and are now in line with the national average. They are set to rise again this year. Although improvements are not yet evident in national test results, at the end of Year 6, scrutiny of pupils' work and the school's data shows they are on course to reach broadly average standards, in reading and mathematics, this year.
- The headteacher is very well supported by the deputy headteachers who are equally ambitious for the school. They have established an ethos in which good behaviour and safety are given a high priority. As a result, temporary exclusions have fallen sharply and attendance has increased from below to above average. The very large majority of parents spoken to and who completed the online questionnaire would recommend the school to others.
- The school has faced great challenges in the recent past, which have led to the removal of ineffective teaching and the subsequent turnover of staff. Nevertheless, the resilience of the headteacher and her effective leadership team, including middle leaders, is supporting existing staff to strive for improvement regardless of the stresses caused by these changes. As a result, clear improvements have been made, and are continuing to be made, to improve the quality of teaching and improve achievement.
- The monitoring of teaching is thorough and is linked carefully to performance management so that teachers are not given a pay rise if they do not meet their targets. The school offers a wide range of training to teachers and teaching assistants to help them improve their practice.
- The curriculum reflects how the school responds to the needs of its pupils; the introduction of 'quiz, quick trade', the 'children's university', 'boy-friendly' topics such as super heroes and Nemo, and the 'purple polishing pen' to help pupils improve their work, have all been successful in engaging pupils' interests. There are also frequent opportunities provided to support pupils' social, moral, spiritual and cultural understanding and this is evident in pupils' work and teachers' marking. Vulnerable and disadvantaged pupils are given the opportunity to build and maintain go-karts to race at the Ford Dunton green power race.
- Pupils are taught well about what it is to be British in today's society through assemblies and topic work. This prepares them well for life in modern Britain, particularly in terms of teaching pupils the importance of accepting others as they are and not to discriminate.
- Safeguarding arrangements meet statutory requirements and are highly effective. The child protection officer works closely with staff and outside agencies. She has introduced the LABS system (learning, attendance, behaviour and safeguarding) to monitor the most vulnerable pupils in the school and has replaced parents' evenings with learning conferences, which are well attended. The efforts and level of support by the school in ensuring these pupils are safe and can access the full life of the school are outstanding.
- The school now uses the pupil premium funding wisely to make sure all pupils enjoy all aspects of school life in addition to supporting their academic success. The headteacher is passionate about 'raising life chances' for pupils and consequently this money is spent on a wide range of support. This is beginning to help pupils to catch up with their peers. However, they have not had the opportunity to reach the same standards as others due to previous ineffective teaching. These pupils have yet to make up for past underachievement. The gap is not yet closing quickly enough.
- The sports primary funding is used well to increase the uptake of sport and the opportunities available to pupils. This is evident in the increased number of competitions entered by the school, and the success they have had in district finals including the county indoor athletics and national gymnastics.

- The school has fully implemented their new approach to assessment without levels. Whilst this is effective, further analysis is needed to ensure leaders in early years are confident in their use and understanding of data and how they use the information to close gaps in achievement quicker.
- The school does not currently receive local authority support but is instead part of the Basildon Excellence Panel, which provides, for example, reviews of how much the school is improving. The school is also a member of the Aspire programme run by the Department for Education and Edison learning.
- **The governance of the school:**
  - Governance is effective. Governors are ambitious for their school and highly supportive of the headteacher. They have a good grasp of data and are confident in challenging the school and asking for clarification or additional information when appropriate.
  - They set appropriate targets for the headteacher and make sure links between teachers' pay and performance are fair.
  - Governors are kept fully up to date with regular headteacher reports, through their visits to schools and meetings. As a result, they have a good knowledge of how teaching is improving and how well pupils, including those eligible for the pupil premium funding, are performing. Governors are fully aware of the need to help pupils catch up from their previous underachievement. Governors now keep a close eye on the progress made by all groups and they more rigorously assess how effectively the pupil premium funds are used.

## **The behaviour and safety of pupils are good**

### **Behaviour**

- The behaviour of pupils is good. They behave well in class and around the school. Pupils at this school are delightful; they are polite, courteous and friendly. Even the liveliest characters are respectful and well-mannered. Teachers make it look easy but in fact behaviour is exceptionally well managed so that all pupils, including the most challenging, know what is expected of them and behave accordingly.
- Pupils respect all adults including teachers, teaching assistants, midday assistants and visitors. They also listen carefully to each other, give each other honest feedback about their work and play well together, taking care of the younger children without being prompted. Pupils also take good care of a small number of animals at the school.
- Pupils are able to talk sensibly about equality, and about what constitutes bullying or racist or homophobic language. Pupils are trained by the Diana Trust as anti-bullying ambassadors, and together with classmates who are play leaders and pupil guardians, these pupils support others at play and lunchtime. Pupils say that, as a result, disagreements are infrequent and when they do occur, they are resolved quickly. Fixed term exclusions fell sharply from 2013 to 2014.
- Pupils are enthusiastic and keen to talk about their learning. They enjoy being at school, and as a result attendance is improving and is now above average.
- When teaching is less effective, pupils do not take advantage but remain compliant.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils with more challenging needs are cared for extremely well. The parent support worker, focus mentors and senior staff work extremely closely with outside agencies and this practice has been used as an exemplary model for other schools in the area.
- Procedures are fully in place to make sure vulnerable children are kept safe and receive all the support they need, both emotionally and academically, making a real difference to these children's lives.
- Pupils of all ages feel very safe and parents agree. There is excellent provision through the curriculum including visits from the NSPCC, 'crucial crew' and the police, so that pupils, including those in Reception, are able to talk knowledgeably and confidently about keeping safe on line, on the road and in life.

- Rates of attendance improved considerably from 2013 to 2014, and the proportion of pupils who were frequently away from school decreased markedly over the same period. These improvements have been sustained this year.

### **The quality of teaching**

### **requires improvement**

- Improvements in the quality of teaching, to ensure it is consistently good in all year groups, have been hindered by the continual turnover of teachers. Almost a third are relatively new to the school, and some have only been in post for a few weeks. Even with strong leadership, and some outstanding practice, inconsistencies in the quality of teaching remain. As a result, it is not yet ensuring that pupils make good progress in reading, writing and mathematics in all year groups.
- Leaders have worked hard to tackle and eliminate underperforming teaching. However, pupils are still having to catch up from previous poor teaching. Nevertheless, teachers remain fully resolved to remedy the situation, and in some year groups pupils are now making rapid progress.
- Marking across the school is regular and provides pupils with helpful next steps to improve their work. In some classes, marking is of the very highest quality where teachers make thoughtful and specific comments, using examples to show pupils explicitly what to do to improve their writing. This enables pupils to make rapid gains in their learning.
- Typically, in the most effective lessons, teachers are skilled in asking questions to support and extend pupils' learning, quickly spotting confusion or gaps in knowledge. They give individual feedback, so learning is personal for each child, enabling them to make rapid progress. Activities motivate and engage pupils, for example, when pupils work with real-life examples, particularly in mathematics.
- The work set meets the needs of pupils in the main, but not all teachers achieve this. Consequently, not all pupils, including the most able, are sufficiently challenged. Nevertheless, many teachers have high expectations of all pupils, which lead to good and sometimes even more rapid progress in their classes.
- The support provided by teaching assistants varies in quality; some provide outstanding support and guidance while others lack the confidence and skill needed to increase the rate of progress of disadvantaged pupils.
- In Reception, good resources are used in and outside of the classroom and the structured approach to the teaching of phonics (the sounds letters make) ensure pupils make good progress in their literacy and reading skills.

### **The achievement of pupils**

### **requires improvement**

- Since the last inspection standards at the end of Year 2 have risen and are broadly average in reading and mathematics. Following an improvement in results in writing in 2013, standards dipped in 2014. Although the progress made by pupils currently in Years 1 and 2 is increasing in reading, writing and mathematics, it is not yet consistently good.
- Inconsistencies in the rate of pupils' progress in Key Stage 2 mean that the good progress made in some classes is not yet reflected in the results at the end of Year 6, which were below average in 2014. Current data and pupils' work, particularly in Year 2 and Year 6, show that the school is now on track to achieve its highest results in writing and mathematics in Key Stage 1 and reading and mathematics in Key Stage 2, this year.
- Improvements in reading standards are the result of the strong focus on developing pupils' knowledge and understanding of phonics. In the Year 1 phonics screening check in 2014, the proportion of children reaching the expected standard was average. Continued good teaching of phonics in Reception and Year 1 ensures that pupils make good progress in reading and spelling. By the end of Year 3 pupils are confident and enthusiastic readers, illustrating how improvements are moving through the school. Some

children spoke of their 'excitement' about taking their new book home.

- Too few of the most able pupils reach the levels they should. In 2014, the proportion of the most able pupils achieving expected and better than expected progress was below national figures. However, the school's records show that the proportion of these pupils reaching the highest levels in reading, writing and mathematics in Year 6 are rising year on year.
- Though their progress still requires improvement, disadvantaged pupils eligible for the pupil premium funding are now making better progress across the school, although it is not yet quick enough for them to reach the same standards as their classmates in all subjects. In 2014, disadvantaged pupils in Year 6 did as well as their classmates in writing but were two terms behind their classmates in mathematics and six months behind in reading. They were over a year behind other pupils nationally in reading and mathematics and over two terms behind in writing.
- The achievement of disabled pupils and those who have special educational needs and those who speak English as an additional language requires improvement across the school. Some of these pupils make rapid progress and achieve particularly well but this is not the case across all year groups.

### **The early years provision**

### **requires improvement**

- The leader is relatively new to post and, as a result, leadership is at an early stage of development and requires improvement. Though the leader has a good knowledge of early years and knows what needs to be done, she has not yet succeeded in creating a fully effective early years provision. Teachers do not yet fully understand the assessments of children's progress or how best to use the data to track progress and identify who could be learning more quickly.
- A comparatively large proportion of children join Reception with skills and knowledge that are below those typical for their age in most areas of their learning. Although some close the gap, school records and inspectors' observations show that not enough children make the progress required to be ready for Year 1. Consequently, their progress requires improvement.
- The teaching of phonics is now good; however, teaching of other areas is not yet consistently good across the three classes. In some lessons there is a lack of challenge in the play activities provided and only tenuous links between these activities and lesson themes.
- Staff take excellent care of children; they make sure their emotional needs are met and general safety is secure, and consequently children settle quickly and are happy in school.
- Behaviour is good; children listen carefully to their teachers, follow instructions and are able to concentrate for long periods of time.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |



## School details

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 114993 |
| <b>Local authority</b>         | Essex  |
| <b>Inspection number</b>       | 462110 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|  |                              |
|--|------------------------------|
| <b>Type of school</b>                      | Primary                      |
| <b>School category</b>                     | Community                    |
| <b>Age range of pupils</b>                 | 4–11                         |
| <b>Gender of pupils</b>                    | Mixed                        |
| <b>Number of pupils on the school roll</b> | 610                          |
| <b>Chair</b>                               | Emma Hartwell                |
| <b>Headteacher</b>                         | Harriet Phelps-Knights       |
| <b>Date of previous school inspection</b>  | 12-13 June 2013              |
| <b>Telephone number</b>                    | 01268 543744                 |
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